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THE
Massachusetts Teacher:

Dupl 5286.1
A

JOURNAL OF SCHOOL AND HOME EDUCATION.

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FEBRUARY,

1867.

Vol. XX.



THIRD SERIES,

VOL. II.

No. 2.

BOSTON:

PUBLISHED BY THE MASS. TEACHERS' ASSOCIATION.

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THE
MASSACHUSETTS TEACHER.

FEBRUARY 1867.

Volume XX.

W. P. ATKINSON, Editor.

Number Two.

BOSTON SCHOOLS.

[The following excellent paper was read at the meeting of the Boston Social Science Association, held Thursday, Dec. 13, by Geo. B. Emerson, Esq., its President. Want of space has compelled us reluctantly to omit a portion. We borrow our report from the columns of the Boston Advertiser.]

A traveller from the East by that charming old picturesque road which a hundred years ago led from Salem to Boston, leaving it where it leaves the Saugus Hills, is struck, as he enters East Boston, with a very beautiful building,—more beautiful and more like a palace than most of the royal or ducal residences of the princes of Germany. He sees that it is a school-house, and has the name of Prescott. As he passes along, he sees other magnificent buildings, and learns that all of them are school-houses. The houses of the common people are modest, unpretending structures, built for comfort and convenience. The school-houses are palaces. If he enters the Prescott School on a cold day, he finds himself breathing a pure air, of a pleasant, genial temperature. If he goes through the rooms, he sees the most admirable arrangement, most convenient and nicely-made furniture, desks, tables, and seats for teachers and pupils; the apparatus for warming and ventilating, and all the arrangements for the accommodation of all,—faultless. If he spends hours, as I lately did, in one of them,—the Hancock School,

for example, — he sees perfect order, and an expression of earnestness and happy activity in teachers and taught.

The names given to the schools are of men distinguished for intellect and humanity, the benefactors of the nation and the race, — Adams, Bowditch, Bowdoin, Dwight, Eliot, Everett, Franklin, Lawrence, Lincoln, Lyman, Quincy, Winthrop and others.

If he studies the rules and regulations for the schools, he sees little to find fault with, and much to approve and commend; and he is not surprised that this should be so, when he sees in the list of the members of the school committee the names of very many of the most distinguished clergymen, physicians, lawyers, and other intelligent and educated men of the city.

All this is as it should be. All this shows that the common schools are, as they are continually declared to be, the dearest and most precious interest of the people.

These schools have been advancing, not regularly, but intermittently, for the last fifty years.

In the spring of 1821, they were nearly all — there may have been a solitary exception — poorly furnished, dirty, badly warmed, and not ventilated at all; ventilation for school-rooms was not then discovered. From the beginning, the Primary school-rooms were as badly ventilated as are the sleeping rooms in the summer hotels.

The schools have advanced intermittently. From time to time our fellow-citizens have been lulled into a feeling of complacency which made them think and say, "Our schools are the best, in all respects, in the world. They need no improvement." This happy state of contentment has occasionally been disturbed by reports not always believed, such as, — some years ago, — "The schools of New Orleans, under a Massachusetts man, are as well managed as those of Boston;" later, "The schools of St. Louis, under Massachusetts men and women, are as well managed and as well taught; the schools of Chicago, under a Massachusetts man, are both;" last, "The schools of Oswego, without any help from Massachusetts, are as well managed, and better taught."

These reports may possibly have had an effect. Certain it is that more decided improvements have never been made in the

schools than within the last few years. It is only necessary to specify the introduction of gymnastic and calisthenic exercises, the greater attention paid to music, the admirable vocal gymnastics, and, best of all, the more perfect grading of the schools. The three first of these must necessarily have the most beneficial influence upon the health and happiness of the pupils; the last increases vastly the power of the teacher to impart instruction. A teacher who has had a class of pupils differing so much in capacity and progress that he has been obliged to divide them into two sections will find his opportunities for teaching doubled, by being able, without injustice, to arrange all his pupils in one class.

The questions before us this evening, and which it behooves us as the parents, grandparents and friends of the children in the schools, or who ought to be in these schools, to discuss, are:

Are the schools, with all these costly conveniences and precious appliances, what they should be?

Are they doing all the good to the children and the other inhabitants of the city that they are capable of?

The chairman of this meeting begs to be allowed to make some suggestions, in the form of questions, for the consideration of the ladies and gentlemen present,—to offer something definite in the discussion of this great subject.

In the first place, as to the teacher; for "*as is the teacher, so is the school.*" The wisest arrangements and the ablest committeemen cannot make a good school with a poor teacher. I know that you have some, and I believe you have many, teachers who are persons of the highest character, education and accomplishment, and of great skill and experience. But the best efforts of one of the noblest of these may be counteracted and almost nullified by the stupidity, ignorance or perverse self-sufficiency of an incompetent committee-man. And it may be now, as it has been before now, that an individual sometimes comes into this high office, not for the advancement of the schools, but for his own advancement in power or reputation. Are the individualities of the teachers respected? Is each teacher, in his own department and in his own room, allowed to teach and to govern according to his own convictions, by his own methods, and in his own way? For every teacher, fit for his place,

can *thus* teach and govern incomparably better than he could under the dictation of the wisest committee-man that ever entered a school. Do the teachers avail themselves of the opportunities presented by the improved grading to *teach*,—to give *real instruction*? not to hear lessons, but to give lessons; to open and enlarge the mind of his pupil, and pour in knowledge, not from the pages of a text-book, but from the fresh fountains of his own knowledge and thought?

[After quoting some admirable hints on teaching by Archbishop Whately, which we mean to print hereafter, Mr. Emerson continues:]

Now the present admirable system of grading gives to all the teachers opportunities of teaching according to the principles here sketched. The high standard of attainment among the teachers enables them all to do this. Do they generally do it? The practice of object-teaching, introduced into the Primary schools, is preparing the way for it. The abundant supply of well qualified teachers furnished by the Normal schools gives the means. Is there any reason why something of the kind should not be introduced into every teacher's room?

[Mr. Emerson here spoke of a visit he made to a Primary school in Sheafe Street. — a school made up of children who had just left the care of their mothers, and had never been in any school before that quarter. They seemed perfectly happy, quiet, busy, interested, and evidently learning. He found that all those things, except whispering, which in the old schools used to be forbidden, were here allowed and encouraged, — dolls, toys, beads, buttons, pine cones, shells, slates and pencils, and the liberty of drawing what they pleased. As much pains were taken to interest them in their play-things as in their letters and words.]

Next, in regard to *studies*, there are some questions to be asked:

Are the studies pursued in the Grammar schools what they should be? Is the great fact, that, for nearly all the children of the city, the grammar schools furnish all the school education they can ever get, sufficiently regarded?

Almost every girl is by nature destined to be a nurse, a mother, a teacher and manager of young children. Do all the girls receive in the Grammar schools all the helps which they might

receive towards performing well and intelligently the duties which belong to those several relations? Ought not every girl to obtain, before she leaves school, some knowledge of the laws of health, some of the great and all-important truths taught by the science of physiology?

Might not all be taught these great truths? I say not by means of text-books, but by the incomparably more effectual means of good oral instruction? Ought a girl to be allowed to leave one of the best schools in the world, without any special preparation for the highest and most important duties of her future life?

Ought we to consider these schools as what they ought to be, unless boys and girls are taught — what every decently educated person ought to know — *what air is*, what its uses, properties and laws; what *water is*; what *heat* and *light* are, and how they act upon air and water, and upon all forms of animal and vegetable life? Ought not every one to be taught what his own body is, and what it is made of; what food is, and how it nourishes the body? Ought not these all-important elements of chemistry to be taught in every Grammar school? I say not by text books, but by some better means. Ought not chemical lectures, with suitable experiments, to be given in all the Grammar schools?

Childhood is the time of life during which the meaning of words is most easily learnt, and when all those words ought to be learnt which are essential to reading intelligently the best books. The names of the elementary substances are now an essential part of the language. Most books upon agriculture, upon the nourishment of plants and animals, upon mines and mining, upon volcanos, upon coal, upon rocks and soils, upon precious stones and building stones, upon geology and mineralogy, upon metals for roofing and for sheathing, upon working metals, upon alloying and coining, upon smoke and steam and clouds and gases, upon dyeing and tanning, upon brewing and distilling, making cider and vinegar, upon soapmaking and upon ventilation, and a multitude of other processes and arts, are unintelligible to a person ignorant of the meaning of these words.

Very many of the boys, whose highest and last education is to be given at these Grammar schools, are destined to the mechanic arts.

Should they not, in these schools, make some preparation for their vocation in life? Ought they not to be taught the elements of mechanics, the mechanical powers; how the inclined plane, how wedges and levers and wheels and pulleys and ropes act? Ought they not to be shown what a steam engine is, what pumps are, what the hydraulic press is, and how they act? Ought not these elements of the useful sciences to be taught? Might there not be also taught the properties, the strength and hardness and uses of wood, of iron and the other metals, and of stones?

How delightful would these studies be to teachers and pupils! How incomparably more valuable as furnishing real knowledge, materials for thought, and power of observation, than so much of English grammar, of arithmetic, and of reading! How shall the time be found for these additional studies, — say, rather, for these delightful recreations? The time is already found by the precious improvements in grading. Still more may be found by shortening that which is now given to arithmetic, to reading and spelling, and to English grammar. The arrangements made for teaching mental arithmetic and ready reckoning in the Primary schools, and the lower classes in the Grammar schools, are very valuable. But most of the time now given to arithmetic in the higher classes is time wasted. It does not prepare for the duties and offices of life. It does not exercise the judgment, nor improve the taste. As to the idea that difficult operations in arithmetic are a valuable exercise of the mind, the fact that Babbage's machine will perform some of the most difficult operations, and print the results, in less time than it will take the most skilful reckoner to go through them once, gives us somewhat of an answer. If the doing well what a machine will do better is a valuable exercise for the mind, then the working out of difficult operations in arithmetic *is* a valuable exercise.

No one can think more highly than I do of the value of the power to read, and the beauty of the art of reading. No one rejoices more at the improvements now making in our schools in the management and cultivation of the voice. No one can admire more the series of reading-books used in the schools. They are beautiful selections from the best prose and poetry of the language. But they are luxuries. They do not give the materials and the

preparation for the labors, the relations, the duties and exigencies of common every-day life, which ought to be given by schools which are, not only the schools, but the only academies and colleges that most of the hard-working men will ever have access to. These schools ought to enlarge the practical resources of the laboring man, to lighten and sweeten his daily work, so that he may make his work easier, and do it better and more cheerfully.

No doubt the art of reading well, so far as utterance and voice are concerned, is successfully taught in these schools. Is a love of reading cultivated? Are children taught to read wisely, and made to rejoice in reading? Valuable libraries accessible to everybody are found. Do the schools prepare the children in the best manner to use and enjoy them? Are pains taken to form habits of reading good books; of properly studying subjects?

[Mr. Emerson then speaks of the dull, mechanical method by which history is often taught, and of the interest which a right method of teaching gives, and continues:]

But it is superfluous to suggest subjects. Of several of the gentlemen to whom I refer, I should sooner ask counsel than give it.

The thought of having the condition of the public schools in any respect made the subject for discussion at these meetings was suggested by the sad appearance of the girls at the annual examinations for several of the last years. Girls of the age of those in the upper class at the Grammar schools ought to be so managed as to be kept in perfect health, with rosy cheeks and elastic step, and an expression of gayety and perfect cheerfulness upon the countenance. Instead of this, they have looked pale and thin, languid and anxious, wan and nervous. This indicated that something was entirely wrong. For at that critical age — the passage from girlhood to womanhood — it is of vast importance that the system should be treated wisely and tenderly; that it should be, as far as possible, free from all unnecessary burden and restraint, so that the exuberance of spirits natural to the age should exhibit itself in every shape of playfulness, joyousness and hilarity.

What was the cause of this unnatural and ominous gloom, these careworn faces in the very bloom and heyday of youth? I confess that I attributed it, in a high degree, to the influence of those

horrid, unchristian medals, and the emulations which they excited. For I have for many years been regarding these emulations precisely as St. Paul seems to regard them when he says, "The works of the flesh are . . . hatred, variance, emulations, wrath, strife." I rejoice that one cause of these malignant passions is removed, so far as the girls are concerned. I rejoice that the medals for girls are given up. Most strange is it that in a Christian community they should have been allowed so long!

Is not the subject of motives very inadequately considered? Is it possible to call out a strong feeling, and make it act in inducing a child to learn his lessons, and then cease in its influence for all future life?

The object of the school education ought to be to prepare the child in all respects for his work, his relations, his duties in life. Motives should be addressed which shall continue to act always, and always tend to make the child — the future man or woman — a higher and a nobler being. The motives excited to action in the bosom of a girl should be such as will tend continually to make her better as a daughter, a sister, a friend, a better wife, a more tender and devoted mother, a nobler woman, a more faithful servant of God.

Can a medal have any of these effects? It leads her to compare herself with others, and strive to surpass them. Can this desire, no matter how strong, have any tendency to make her a good sister, daughter, wife, mother, friend, or a noble child of God? The desire to surpass, strongly excited, will continue to act. It must act in things merely external. It will naturally make her desire to surpass her companions in fine clothes, in costly furniture, in a fashionable house, in the dress of her children. Does this passion need excitement? Is it not strong enough already? Does it not now diminish the happiness and the virtue of the inhabitants of this city by making marriages more difficult and more rare?

The last question I shall now ask, my friends, is, are the moral and spiritual elements in the nature of the child educated as they ought to be?

But this is too broad and too important a subject to be now entered upon. Shall we not reserve it for future consideration?

SALARIES OF FEMALE TEACHERS.

The subject of teachers' salaries seems just now to be much in the public mind, and very properly. We can never bring up the standard of public education to what it should be, so long as some of our ablest men and women are deterred from entering the ranks of the educational army by the reflection that they and their families must live, both now, and in the years to come, when age shall have crept upon them, and unfitted them for the performance of the hard work of life.

In this article I intend to speak, however, exclusively on the subject of the salaries paid to women, they having, with few exceptions, seemed most unwilling to say a word in their own behalf, waiting perhaps for each other to speak. It cannot truthfully be said that the sterner sex are open to the same criticism.

I believe the highest salary paid a female educator by the State of Massachusetts, or any municipal organization, is fifteen hundred dollars, that being the sum paid to the Principal of the State Normal School at Framingham. The former Principal was a gentleman, who received, if I am not mistaken, three thousand dollars. Let us compare these facts; what inference are we to draw from them? Has the work at Framingham grown so much less difficult since the withdrawal of the former Principal, as to sanction this decrease in the salary; or does the sex of the present Principal decide the case? The latter solution of the problem is the true one, without doubt. Manifestly, it is a gross injustice; the laborer is worthy of his hire, and if the Principalship of the State Normal School is worth three thousand dollars, as without doubt it is, then pay that sum to the incumbent, be it man or woman. I take this instance of the Framingham Normal School, because it presents the case in a stronger light than any other coming under general knowledge, as the position in question is exactly the same in both cases.

Now take our Boston Grammar Schools: The work of the Master is worth at least three times as much as that of any assistant, male or female, except the Sub-master, and about twice that. Is the pay

in proportion to the work? No. The Master receives a salary of twenty-eight hundred, the Sub-master twenty-two hundred, Usher sixteen hundred, and the majority of the female assistants six hundred and fifty, eight hundred being the highest paid to any woman. By this it appears that the Masters receive more than four times the salary of the assistants, the Sub-Masters more than three times, and the Ushers more than twice, — the latter for no other earthly reason than their having had the good fortune, as the world goes, to have been created men, instead of women. Now, I would not be understood as attempting to underrate these gentlemen: they richly deserve every cent that they receive: were it in my power, I would increase their compensation; but I would also increase the assistants' to the amount necessary to express the difference in *work*, — not, as now, the difference in *sex*.

It is the same throughout the country. Everywhere we find men and women doing equal work on very unequal wages. Now, as this is the established state of things, let us see if it has any foundation in justice: if it has, well and good; if it has not, then, for humanity's sake, let us overthrow it. We must not say this is the duty of men; it is not. Some noble leaders among our brothers will take up and advocate our cause, — have done so in fact; but the majority among them have enough of their own business to attend to. If *we* cannot attend to ours, it will be likely to remain forever in abeyance. Let us then, as teachers, take the matter in hand, and work with a will, remembering that by so doing we are benefiting not only ourselves, but the poor shop-girl and the poor factory-girl, who must depend upon us, the educated class among women, to gain for them the rights, which as yet they hardly dare recognize as rights.

We will consider the arguments brought forward by the advocates of the present system of remuneration. Women, say some, are inferior to men in point of strength and capability for the work. In answer to this, I would simply ask those individuals to visit the different schools of our State, and compare those taught by men with those of the same grade taught by women. I think we need not shrink from the ordeal.

A second argument, somewhat more difficult to controvert, is the

following: Women never intend to make the pursuit of teaching the leading object of their lives; with their marriage, their active life ends; while, with their husbands, marriage is only an incentive to more strenuous exertion. This is true in some degree. Some, nay many, and perhaps even most women do at times cheer their weary hearts with bright visions of some far-distant day when theirs shall be "the sweet, safe corner of the household fire, behind the heads of children;" and this is right. Were it not an instinct given by the Creator, it would not surely be so nearly or quite universal among women. But the argument is by no means unanswerable. It admits indeed of two answers, the one appealing to the lower perceptions of our reason, the other to our intuitions of eternal justice.

True, it may be a fact, that women generally intend to launch their barks on the uncertain billows of the sea matrimonial, but it is also a fact, that with very many this intention is never carried into effect. Should not such women, — women, who must be self-dependent throughout their whole lives, — be permitted the means of making for themselves as comfortable, or even as luxurious, a home, in which to spend their last years, and close their eyes on earth, as would have been theirs, had that home been provided for them by the earnings of a man, instead of by their own? Again, supposing their matrimonial intentions to be carried into effect, why should they not have before marriage the means of lifting themselves above the condition of helpless dependence on the bounty of a husband, willingly though it be given? Would husband and wife be less one, because they could mutually assist each other, not only with counsel and sympathy, but with more substantial matters; with the lucre called, unaptly in many cases, filthy?

But we will throw quite on one side this answer to the argument. No matter whether a woman is married or single, no matter how much time she may intend to devote to her work, the fact is just this: if two people do the same work, and do it equally well, they should receive equal compensation. I think no one will deny it; certainly no one would, were the comparison instituted between two men or between two women. Why, then, when it is instituted between a man and a woman?

This principle of simple right and wrong can also be cited in answer to a third argument occasionally brought forward, to the effect, that men have families to support, while women have not. Admitting this to be true, — an incorrect admission in five cases out of ten, — what has it to do with the question? Pay for the work, by whomsoever done. We do not take into consideration, in remunerating two men for the performance of the same labor, that one has a family, while the other has not; why more in remunerating a man and a woman?

But we have no right to complain of the existing state of things. Is it not our own fault in great measure that we are thus wronged? Can we expect justice until we are ready to demand it? Can we expect to secure our rights while, as a class, we contemptuously ignore them? How many women are there who listen to every new presentation of this subject with a disdainful smile, or an impatient shrug; and look upon those of their sisters who dispassionately and considerately come before the world, and take a noble womanly stand in behalf of their sex, as representing a somewhat anomalous class of beings not quite in their right minds. We must expect to bear oppression till through long suffering we have gained the moral power to say with a strong and resolute purpose, "This thing shall not be."

When women shall have been elevated to a height which shall compel them to the utterance of those words, it will not be. But they will not utter them till they have been, as a class, educated up to it by some who have gained a higher level, and can see more clearly the eternal truth of things. Is this education to be the work of men or of women? Of the latter, surely; and to what class of women does it belong more naturally than to us, as teachers?

Let every teacher in this State awake to the need her sex has of her aid; let her come forward, a resolute and fearless supporter of the principles of universal justice, a stanch opponent of every form of injustice, in however specious guise it may appear,—and the work is done. It rests with us to determine the time when women shall be brought to a thorough knowledge of their rights as women, which, once thoroughly knowing, they will most certainly dare maintain.

"But," says some one among us who is not yet awake to the exigencies of the times, "I don't see but things are going on very well; to be sure some few rights are denied us, but it will all come out right in the end. For my part, I like rational common sense. Principles of universal justice, and so forth, are all very good for rounding periods, but I prefer to come down to the special case in hand."

Precisely. Come down to the case in hand, but remember that all our specialties should have in view the grand generality in which they are all to merge. In this case, our generality is universal justice; one of its specialties is justice in the matter of female teachers' salaries. See that by united effort you get that; and, by the very act, you will have taken one more step in that slow but certain advance by which the wrongs of society are gradually righted.

F. H. T.

AN OBJECT IN LIFE.

[We take the following sensible article from the first number of *The Waif*, a neat little periodical issued "from the Boston Girls' High and Normal School." "Mutual interest and instruction," say the editors, in their modest preface, "are our principal objects; and we shall aim to select such articles as contain the most useful information for the student, and the most agreeable reading for their friends." We wish our young contemporary all possible success.]

"We seldom take up a manuscript in which there is any reference to practical education, but we read some argument addressed to young men, urging them to decide upon some definite object, to the attainment of which their whole life shall be directed. But these arguments are invariably addressed to young men. Young women, it would seem, are neither expected nor desired to have any object in life beyond the attainment of a few accomplishments, and the requirements necessary for the domestic circle; and it is to them this article is chiefly addressed. I would ask every intelligent

young woman* who has reached the age of seventeen, why she should not have some high aim in life to which her conversation, her habits of thought and study, shall be directed; some purpose of philanthropy; some proficiency in literature or the arts. It has been urged that women are incapable of deep concentrated study, that their reasoning faculties are inferior to those of men; in a word, the only thing a man expects of a woman is, that she shall always be willing to be interested and amused by the trifles which form the subjects of his conversation. I will ask young women, Do you not, often while conversing with your young acquaintances of the other sex, feel your own mental superiority? and, if this be the case, why do you admit to your society those who, you are perfectly aware, give you no ideas worth retaining, and, instead of improving your minds, tend to lower them by the tone of their conversation? Would not society itself be infinitely improved, if young women had higher objects in life? They would not be less pleasing to educated, intelligent, liberal-minded men, because, having a high standard of life, they should be well-informed and interested upon various elevated topics of the day; and, enjoying these, should have lost their former exaggerated style of expression, so justly ridiculed. And with regard to those young men who are incapable of sustaining an intelligent conversation, let them be discarded from your companionship, and the result will be their own mental improvement. Women of middle life, from whom the vivacity of youth has departed, will no longer be ciphers in society, but with minds well-informed, and cultivated by education and experience, will find themselves centres of interest, and their opinions treated with consideration and respect; and woman, instead of occupying the inferior position which she does at the present day, and which is owing in a great degree to herself, will command attention and respect by her merit and her abilities. And I would remind the young women who are now acquiring their education, that the romantic dreams of their youth will pass away; but the recollection of faculties truly exercised, intellect properly applied, duties nobly performed, and great thoughts terminating in noble deeds will impart a satisfaction to

* We ask the author's indulgence for altering, wherever they occur, the words "gentleman" and "lady," to *man* and *woman*. We like it better.

the mind which neither length of days nor the cares of the world can efface."

SHALL I KEEP MY SCHOLARS AFTER SCHOOL?

This question has interested and perplexed many a teacher. Many object to keeping scholars after the regular school hours; but it is presumed that it is the practice, to a greater or less extent, of a large majority of teachers. Yet it is open to very grave objections. It is a superadded labor for the tired teacher, who needs quiet and rest after school-hours; and no one will deny that usually it is irksome and annoying to the scholars. But it seems to be a necessity, and doubtless has its advantages. It serves as a punishment for offences, and is a favorable time, it is said, to hear lessons which have been imperfectly recited. Just so we have argued, and have practised accordingly, as extensively as most any one. But is there not a more excellent way? Try the following. The regular time for dismissing, we will say, is half past four. Inform the scholars that all who will go through the day without failing in recitation, and with satisfactory deportment, may be dismissed at four. The writer has pursued this course for many months with pleasing results. Scholars will work hard to gain a little time, — even as little as half an hour a day. Then, too, it is something of an honor to leave school thus early under such circumstances. It is admitted that this plan is not entirely free from objections. There is half an hour less for recitation; but, with a little planning, the recitations can be accommodated to such an arrangement with but little inconvenience. It certainly furnishes a good opportunity to render such assistance as they may require to those who remain. It may be said that it would be virtually closing school at four, and keeping a number, more or less, after school. Not exactly. At least scholars do not so regard it.

But, whatever objections may be urged against such a course, they are more than outweighed, we believe, by those which almost every teacher has felt to exist against the old custom of "staying after school." Stating the two plans, the matter would stand about

thus: "Get your lessons and behave yourselves, or you shall stay after school." In the other case: "Conforming to the requirements of the school, you may have the privilege of doing your work in five and one-half hours, instead of six, thus gaining to yourselves half an hour." It can be seen that two entirely different classes of motives are appealed to. In the one case, a threat is made; in the other, an encouragement offered. In the one case, a penalty is attached; in the other, a reward is proposed. In the first instance, it is, "You must;" in the second, "Please do this." One is driving, the other leading. But few men relish the idea of being driven, and children are much like other people. It is well to lead, when we can, and drive, when we must. C. W. C.

GLEANINGS.

LEARNING LANGUAGES.—The most anxious efforts are made by parents, in the present day, to have their children taught a variety of foreign languages; and far more attention is bestowed on this part of education than on any other, except perhaps music. The child is hardly out of its cradle when it is handed over to a French *bonne*, and then comes an Italian or a German nursery governess. The young ladies are made to speak all day long that peculiar language, formed of a French vocabulary and an English grammar and pronunciation, which is so highly prized at boarding-schools; and then arrives the time of professors in German and Italian, lectures on Goethe, lectures on Dante, and perhaps a little flirting with Danish and Spanish. This is the least that any highly educated girl can know, unless she is prepared to be very much ashamed of herself. There is undoubtedly a considerable satisfaction to all parties in the process. Parents seem to be really doing something for their children when they get so many servants and teachers for languages; and a mother has some hopes of cutting out her neighbors when she can scarcely reckon on the fingers of one hand all the engines of instruction in languages which she has set to work.

In the first place, this learning of languages is scarcely an educational process at all, if the term "education" is used strictly. It

does not call out any power of the mind. It does not help either thinking or the expression of thought. The very object is, that the child should pick up the foreign language almost as easily and as naturally as its own; and a child cannot be said to be educated by learning its own language. Still it undoubtedly makes a show, if a young person can change at pleasure from English to German or French; and this palpable and measurable success is gratifying to parents and teachers. A child is very lucky if it is not taught by this process to be superficial. It is praised and admired for what is as easy to it as talking English; and this is very pleasant. The language is not learnt, nor is it intended to be learnt, as a subject of thought and study; and it is wonderful how superficial a knowledge of a language a person may have who still can speak it pretty well. Boarding-school French is a sort of conventional tongue, in which a very limited number of sounds express the varied feelings of the speaker, by the aid of her dexterous pantomime and the intelligence of the hearer. The simple expression *chose* renders almost every other substantive unnecessary; and this very limitation is praised, and the enforcement of French conversation is often defended, on the ground that the girls would talk such dreadful nonsense to each other, if they were allowed to talk English; whereas French, at least, puts some sort of limit to their silliness. Of course, languages may be used as a means of education, and no language of the modern world is comparable to French for this purpose. No study will better repay an intelligent and well-managed young person than French grammar. But then it is a very difficult and elaborate subject, and wants a great deal of hard work to master it. The French go on exactly the opposite plan to that which we adopt. They scarcely pretend to know any language but their own. They make too little of the advantages of knowing another language, and suffer by the popularity which their language enjoys as a medium of communication. But then they know their own language beautifully. They work at it day after day. They get up all the niceties. They learn to state grammatical rules in a symmetrical way. They know French almost as a good Greek or Latin scholar knows the languages of the classical world. Even moderately educated French women at least

know one thing well, for they know French. Of course, it would be possible for the young English woman to make French the subject of severe and sustained study. But this is thought unnecessary; because she already knows French, and can talk it by the hour, — particularly to other young ladies. A real knowledge of French is rare, because it is very hard work to gain it, and because it requires a very considerable amount of capacity. It would also take up far too much time. How could a young lady learn all physical science, and the history of the world from Egypt downwards, and three or four accomplishments, if she stopped to learn French thoroughly? Nor, if she took a fancy to learn it, could she, as a rule, get it taught her. The best French teachers, undoubtedly, can teach it; but then she may not be in the way of the best French teachers. Foreign governesses seldom teach anything accurately; for they are not kept up to it by their English employers, and have no power of commanding obedience and care. Nor would they get any good, if they tried to teach better; for they would be giving something which is not wanted, and nothing answers so little as to try to teach anything that is not in fashion.

But it is said that it is such a great advantage to be able to read the works of great Continental authors in the original, and that a girl who has been taught French and German and Italian has thus a ready access to the literature of the countries with the language of which she is familiar. About one girl in a hundred really makes the knowledge of the language a key to an acquaintance with foreign literature. The remainder never get near the literature. They spell through a play of Schiller and a few pages of Tasso, and then they bid good-by to such troublesome writers. No one who knows what an amount of hard, dry study, what a capacity for understanding unfamiliar thought, what a willingness to receive new and often unpalatable ideas, is required to make any progress in any foreign literature, would ever think of speaking as if an ordinary English* girl, with a rapid, superficial, miscellaneous education, is either likely to study the literature of any great Continental country, or would be much profited by it, if compelled to undertake the task. As a rule, Englishwomen know nothing of foreign litera-

* Or American. [Ed.]

ture, except a few poets. Perhaps this may be as well. They might not be happier or wiser if they were really to dive into literatures which are based on ideas unknown in England, which are permeated with the genius of Romanism, and affected with the license in morals which the Continent thinks artistically right. But, if this is so, the advantage of their being able to make an acquaintance with foreign literature must be very small. We should like parents to ask themselves what are the books in foreign languages which they are anxious their daughters should know thoroughly, and enter into. The list would be surprisingly small. Schiller is about the only German, or perhaps a few writers of harmless tales might be added. It is a good thing in its way to read Joan of Arc in the original, but it is not going very far in German literature; and the thoughts that Germany has contributed to the world are not to be learnt in this way. — *London Saturday Review*.

The art of conversing fluently in a language which you do not understand, is a very valuable one to the tourist, — quite as valuable as that of cooking eggs; and having had as much experience in the one as the other, I may venture to give the reader a few rules to be observed, by attention to which this art may be easily acquired. First of all, do not carry a grammar; or, if you do, never look at it: for, in order to speak the language in a manner to be understood, utter ignorance of its grammar is a primary essential. Secondly, never attempt to ask for anything in the form of a sentence given for the purpose in any of the "Familiar Conversation" books; and, as a general rule, avoid, as far as possible, the use of any sentences whatever. Thus, suppose the subject to be eggs: the grammatical tourist looks to his "Conversations Lexicon" under that head, and finds a sentence such as this, "Landlord, if your fowls are in a flourishing condition, I shall be supremely obliged, if you will do me the very great favor of preparing a few recently-deposited eggs for my supper." He reads this from the book, pronouncing every word most incorrectly, and laying the greatest emphasis on the adverbs and prepositions; and the poor host is in a state of desolation. The practical traveller never attempts to speak any complimentary phrases, but always looks his compliments, shakes hands, smiles, nods, etc.; sits down to the table, opens his mouth points down

the middle of it, and exclaims, "Eggs," and not another syllable till assured that that one is understood. Instead of reading from the "Conversations Lexicon" such a sentence as "Being rather dyspeptic, and occasionally subject to flatulency, I find it indispensable to my comfort to avoid eating hard-boiled eggs: will you, therefore, be so kind as to boil my eggs no more than is necessary to render them pulpy?" he points to the eggs, and exclaims, "Soft." If the subject be politics, instead of saying, "In the present aspect of European affairs there is reason to believe that rupture of diplomatic relations, or even actual hostilities between France and Austria is imminent," he holds up his right fist, and says, "France;" then his left, and says, "Austria;" then he thumps them together and says, "fight to-morrow." If you can thus divest your mind entirely of all prejudices concerning number, gender, case, tense, person, mood, and all sentimentalism relative to agreement with nominatives, using none but the words necessary for expressing the main ideas, omitting all the connecting words, and those which merely express the relations of words, and taking care that each idea, before it is expressed, shall be mentally clear and definite, with a sharp outline and no metaphorical blurr or shading, you may learn to converse intelligibly in any European language in the course of two or three weeks.

Many highly educated persons may have some difficulty in finding clear and definite ideas, before expressing them; for, having been educated on the false principle of attaching ideas to words, instead of words to ideas, their intellects are apt to run in a phraseological groove: words are necessary to the development of their ideas, and their thoughts are tuned to the jingle of a sentence.

To such people a definite idea, standing out clearly before the mind in its simple nakedness, has existed only in the forgotten experiences of childhood; and, if many of their most cherished notions were thus stripped of the thickly padded clothing of words in which alone they have ever seen them. the proprietors might be shocked at their deformity. To many persons, therefore, the speaking of a language before being able to make it into sentences will be a valuable corrective exercise in unchaining the mind from the slavish trammels of phraseological despotism. — *Williams, Through Norway with a Knapsack.*

Editor's Department.

MEETING AT THE EDUCATIONAL ROOM.

Mr. CHASE, of Watertown, in the chair.

Mr. HUBBARD, of Dorchester, was chosen Chairman of the next meeting.

The discussion was then opened by the Chairman. The question read as follows: What is the best method of teaching Geography? Mr. CHASE said that he would only state some of the inquiries which should be met in discussing this question. First, should we teach it to the older or the younger scholars, or both? Second, should it be taught orally, or with the book? Third, if with a book, what book should be used? Fourth, should we begin at home, by teaching children about those objects within their view; or should we commence, as is more generally done, by asking them general questions about the earth's surface? Fifth, should we teach them Physical Geography; and, if so, should it be taught separately, or in connection with other parts of the subject?

Shall we, as is the common practice, require scholars to commit to memory a certain number of facts about each separate State of New England; or can those facts be generalized in such a manner as to be more thoroughly assimilated, and more easily remembered? Mr. Chase quoted a remark of the Boston School Committee, that there was no really good text-book upon Geography. He (Mr. Chase) thought that one might be made, very different from most now in use, which would better accomplish the end sought. He knew of one that partially realized his idea. Its chief fault was, that it began some six thousand years too far back. He did not believe in treating, in such a book, of periods anterior to the creation of man. He thought Introductory Geographies, were in general, much better than the larger ones. In the latter, a scholar is questioned upon the climate, soil, productions, etc. of each State in detail, beginning with Maine. It will generally be found that, by the time he has gone as far as the Western States, he has forgotten all about Maine. Now cannot these facts be taught in such manner as to form, in the scholar's mind, a continuous whole, of which he will be in no danger of forgetting the parts? States and countries should be constantly compared with each other, the differences between them pointed out, and the reasons for these differences explained. They should be told why it is that Massachusetts has more commerce than Connecticut, and more manufactures than Vermont. They should also sometimes be told the facts, and left to find the reasons themselves. He would teach Physical Geography much after the plan pursued in Guyot's *Earth and Man*. He would cluster the great facts, and let the lesser ones assume their natural place about them.

Mr. CHASE, of Malden, was sorry to hear the last gentleman speak favorably

of those nuisances, — Primary Geographies. For his part, he heartily wished they were all used to kindle the school fire. He studied Geography in the old-fashioned way, and was always deeply interested. He did not, however, begin the study till after he knew something of Philosophy and Botany. He could therefore pursue it understandingly. He was totally opposed to teaching it to very young children. As to attaining to any degree of thoroughness, he had not, nor had any one else. It was wholly impossible, unless we confine our attention to some one place. Primary scholars should not use books at all. He would have charts hung about the school-room, and then have the teacher do the work. Older ones will readily learn from the book, provided their interest is previously excited.

Mr. JAMESON, of Boston, said that everything that the teacher hears outside of the school-room which bears upon the subject should be brought forward, and made available to the scholars in the next recitation. He did not agree with the last speaker. He thought we knew as much of Geography as of other branches. We may, however, have the knowledge *ourselves*, and be unable to communicate it to our scholars. This is likewise so in all other branches. The teacher must possess tact and skill as well as information. He agreed with the Chairman, that scholars should be taught the causes of geographical phenomena. They should also be taught the comparative size of different States and countries, so that, by comparing each new State with one whose size they appreciated, they would have a clear idea upon the subject. Mr. Jameson did not sympathize with the outcry against present methods of teaching Geography. He thought it was, in general, well taught.

Mr. MARSTON, of Cambridge, thought that we had now some excellent text-books. He thought that children could learn as readily and as thoroughly from Warren's Geography as from most teachers. He considered, however, that eight years of age was sufficiently early for a child to begin the study. Definitions must be learned as a basis, and they were more readily learned and more easily retained in youth. Comparative Geography, however, he thought, could not be comprehended then, and should therefore be deferred till later.

Mr. DANIELL, of Dorchester, remarked that the idea evolved from the discussion thus far was simply, that we should not rely *too much* on text-books. Formerly a large amount of time was spent in teaching children the latitude and longitude of different localities. He thought time thus spent wholly wasted, and the knowledge gained of no value. Mr. DANIELL then illustrated, by an incident in his own experience, how casual circumstances may often be used to illustrate a principle. While holding in his hand a globe from which he was teaching his scholars Geography, a ray of sunshine fell upon it. He immediately made use of the occurrence to explain the alternation of day and night. He thought a great deal might be accomplished in this way.

Mr. JONES, of Roxbury, said that we expected our scholars to know more than ourselves. He learned Geography in the old-fashioned way. He did not believe in short ways. Young scholars should not be taught definitions. Of what use are definitions till a scholar can understand them? They should be taught only

what they can see and comprehend. He thought that, on an average, six months were wasted by scholars in learning definitions which were of no use.

Mr. DANIELL, of Milton, was much pleased with the remarks of the Chairman, in favor of teaching Geography comparatively. In teaching the productions of the different States, for instance, as we take up the different States, the question should be, what is produced *here* that is not in the one last studied; and why does it grow here, and not there? By following this plan, the scholars soon begin to perceive the relation between the physical features of a State, and its productions. He thought too much time was ordinarily spent in accumulating a mass of isolated facts, and too little in investigating principles and causes. Mr. Daniell stated that he recently visited a school, where, in the master's room, the teaching had been for a whole winter entirely oral; and was astonished at the thorough understanding of the subject which was displayed by the boys. They were told the cargo of a vessel, and required to ascertain, from that, from what port she came. They were then questioned very closely upon the route she must have sailed, and the cause of each variation from a direct line. All of which they answered with surprising readiness and accuracy, displaying a very thorough knowledge of both Physical and Political Geography. The teacher stated, that in four weeks from that time he should consider them sufficiently taught in the subject of Geography. He also stated that they had not recited a single lesson during the whole winter. Mr. Daniell thought that the true way of teaching Geography. Such investigations as these created an intense interest among the scholars, while the mere memorizing of facts and localities was dry and uninteresting, besides being for the most part valueless.

Mr. JONES, of Roxbury, wished to ask the last speaker of what possible use it was to know whether a vessel in coming to Boston went this way or that way? He once attended school where the teacher spent much time in explaining why one of two distant lakes was saltier than the other. Now of what benefit was such knowledge? He thought the time thus spent wasted. Much time was often consumed in making scholars familiar with the direction of currents in the ocean. To most of them such information was wholly useless. Their attention should be confined to matters of practical value.

Mr. DANIELL replied, that he would answer the gentleman's question by asking another. Of what use is it, to one not intending to be a sailor, to know that there is an ocean? What possible good can it do a scholar, who does not mean to travel, to know that there is such a country as Europe; or such a city as London or Paris? In short, what was the use in knowing anything except how to preserve our existence? Is nothing to be learned for the *sake* of the knowledge? Are the cultivation of the mind, and the enlargement of our sphere of observation, unworthy objects? He thought the idea, that nothing should be learned which did not benefit the scholar in a material way, a very pernicious one.

Mr. KIMBALL, of Boston (Boylston School), thought that too much time was often spent by the teacher in talking. He did not believe in lecturing. The scholars should be required to do the work mainly themselves.

GEO. K. DANIELL, JR., *Secretary.*

INTELLIGENCE.

REV. B. G. NORTHPROP.

We congratulate the friends of education in Connecticut upon the accession of a gentleman to their number who has proved himself to be one of the most useful laborers in the cause of popular education in this country.

Mr. Northrop has been chosen Secretary of the Board of Education in Connecticut, and accepts the appointment, leaving the position which he has held the past eleven years, as Agent of the Massachusetts Board of Education, vacant.

It is safe to assert that no public officer of the State has performed so great an amount of labor for the Commonwealth in proportion to his compensation. His acknowledged ability, his experience in teaching, his untiring zeal and industry, extensive acquaintance with teachers and friends of education in every section of the country, combine to make him eminently successful in his new field of labor.

He is a native of Connecticut, a graduate of Yale College, and will be cordially welcomed and supported by the leading men of a State once celebrated as in advance of the world in common-school education; and we doubt not that under the new stimulus that Mr. Northrop will give to the cause, she will regain her former proud position, unless the other States make continual advance. The best wishes of Massachusetts educators will attend him.

S.

The subject of discussion at all the recent meetings of the Boston Social Science Association has been one of special interest to our readers, for it has been our schools, their deficiencies and their improvement; and we print in our present issue the excellent paper which was read at the first of the series. While too much can hardly be said in favor of those meetings where teachers come together to compare notes, and assist each other by an interchange of opinion, meetings which produce excellent fruit, as our readers have good opportunity to know; yet it must be noted that the danger of such meetings is that school matters should be looked at from too purely a professional point of view, and that the habits of thought of the speakers should be too nearly alike. It is well, therefore, that the subject of schools should be taken up by such bodies as the Social Science Associations; bodies formed for the discussion of *all* subjects connected with the well-being and progress of society, and their mutual relations and bearings; and where the topic of education will be looked at, not only from the teachers', but from the parents' and from the citizens' point of view. Teachers cannot afford to be ignorant of what their fellow-citizens think of their schools; nor can teaching ever be successful unless it be carefully adjusted to the wants of the times, and the condition of the society to which it is endeavoring to minister.

A High School Principal writes as follows: "What shall be done? The maximum of time spent daily at school is three hundred and sixty minutes.

Deduct fifteen minutes for opening exercises in the morning; five for the afternoon; five for the closing exercises of both; fifteen minutes in each half-day for recesses, thirty minutes in all; ten minutes more for time spent in opening and closing exercises of classes; ninety minutes for the recitations, exclusive of reading, writing and spelling; sixty more for the latter; and twenty minutes for gymnastics, — two hundred and thirty-five minutes aggregate deduction: and we have a trifle more than two hours, in which the scholar, who does not, or cannot or is not allowed to study at home, must prepare three or four recitations; or from thirty to forty minutes of time for preparation for each recitation. What shall be done? What can be done in so brief a time, supposing the scholar to, — something more than commit to memory — *study* his lessons, looking out definitions, pronunciation, references, localities, etc., etc.? For my own part, in this view of the subject, I am surprised that we as teachers witness so good results. Are we not crowding into our school routine too great a multiplicity of studies? Should our so-called courses require more than two studies, in cases where attention is given to reading, penmanship and orthography? Under the present *regime*, with thirty or forty minutes only to devote to a study, is it a wonder that scholars merely memorize; that they do not *think*? Are not teachers and committees to blame for the half-learned lessons which our record-books represent?'

We believe one grand remedy for this state of things to be in a change in the methods of teaching. Instead of setting lessons, and hearing recitations, let teachers *study the lessons with their pupils*, and then send them to their seats to *recite* them to themselves. A little brief questioning afterwards, or the evidence of the pupil's increased skill at the next exercise, will show whether he is faithful in that part of his duty which he performs alone. In this way, the driest study may be made pleasant, the teacher will be brought into true relations with the pupil, and an immense amount of time will be saved that is now wasted. We think our correspondent is right, however, that too many studies are apt to be crowded into a High School course.

Education and [Sham] Democracy. The inimitable Nasby thus discourses on these subjects. We do not know whether to admire his wit or his wisdom most: —

"The Deekin remarked that it wuz painful, but the fact was Elijer must hev a edjucashen. He didn't bleeve in edjucashen, generally spekin'. The common people wuz better off without it, ez edjucashen hed a tendency to unsettle their minds. He hed seen the evil effex uv it in niggers and poor whites. So soon es a nigger masters the spelling-book and gits into noosepapers, he becomes dissatisfied with his condishun, and hankers after a better cabin and more wages. He to wunst begins to insist onto ownin land hisself and givin his children edjucashen, and ez a nigger, for our purposes, aint worth a soo markee. Jes so with the poor whites. He knowed one melloncolly instance. A poor cuss up towards Gareittstown, named Ramsey, learned to read afore the war, and then commenst

deterioratin. For two years he refoosed to vote the Dimocratic ticket, then he blossomed out into a Ablishnist and tried to make the others uv his class discontented by tellin' uv em that slavery was wat kept them down, and finally after pashence ceased to be a virchoo, and we tarred and feathered him one night for a incendiary, he went to Injiany. That cuss cum back here dooin the late on-pleasantnis, kernal of a rigimint, which he campt on my farm and subsisted em off it. Sum edjucashen is, however, necessary. I design Elijer for Congress, and he must hev it. He is a true Pogram, and nothin will strike in wich kin hurt him.

"The discouraged Dimokrat may say that preechers, and noosepapers, and Sundy skools, and sich, are underminin their party. In time they will, but not yet. There is still whiskey in the land, and the nigger is not yet extinct. Uv wat danger is preechers to these men, when yoo coodent git one uv em within gun-shot uv one? and wat harm is noosepapers to em, when they can't read? Besides, we are not at the end uv our resources yet. When the wust comes to the wust, there is the nigger left us. When he is no longer uv use to us ez he is now — when the prejoodis is so far removed ez to invest him with the suffrage — then WE'LL give him the ballot — WE'LL lead him up out uv Egypt, and we'll make him vote with us. The Dimocrisy never yet failed to control all uv the lower orders uv sosiety. They hev the lowest grade uv the furriners; they hev Delaware and Maryland; they hev Noo York city and Southern Illinoy; and ef the nigger gets the ballot afore he does the spellinbook, he's ourn beyond peradvencher."

But alas for Nashy's bright hopes for the future of that base party, respecting which Governor Morton, of Indiana, recently gave this advice to the young men of Chicago: — "You are just starting in life with the world all before you, when and how to choose. Beware how you connect your fortunes with a decayed and dishonored party, *indelibly stained with treason*, and upon whose tombstone the historian will write: 'False to liberty, false to its country, and false to the age in which it lived.' The democratic party has committed a crime for which history has no pardon, and the memories of men no forgetfulness; whose colors grow darker from age to age, and for which the execrations of mankind become more bitter from generation to generation." What will Nasby say to the following?

Negroes in Trigonometry and the Classics. If that large class of Americans, imported and native, who have been educated to express their hatred of equal rights, and their prejudice against race, by mouthing with hot rage, or airy contempt, the word "Nigger!" could be compelled to visit in detachments the Philadelphia Institute for Colored Youth, on Shippen Street, they would speedily get cured of the false ideas upon which Slavery in the United States sought a logical and lawful foundation, and which now inspire the opponents of impartial suffrage to resist the extension of the ballot to the black man. We visited this school last week, and for two days witnessed its annual Commencement exercises. We saw there abundant evidence, says the N. Y. Tribune: —

"I. That, under the management and instruction of colored teachers, male and

female, there is in Philadelphia a school for the education of girls and boys in the Latin and Greek Classics, the Mathematics, History, Geography, and Composition, which is fully equal to the best of the endowed academies of Massachusetts and New Hampshire. This is saying a great deal, but we will stand by it.

"II. We saw that under the development of this culture, favored by the strong social position which the colored population in Philadelphia have attained in that freest of our great cities, there were one hundred and eighty-one boys and girls of African descent, as intelligent, as self-respectful, as well-mannered, as well dressed and as promising as the same number of schoolchildren in any of the best schools in New England. To be more specific, — we saw a large school of colored pupils, who, in no respect, save color and features, differed at all from the best educated and most carefully trained white boys and girls of the same age in the best academies of the Northern States. In all respects, they were fully their equals.

"III. We saw colored children of both sexes, between the ages of twelve and nineteen, rigidly examined in Xenophon's *Anabasis* and the Greek Testament, in Virgil's *Æneid*, Cicero's orations and Horace's songs, in plane and spherical trigonometry, Legendre's geometry, algebra, mental arithmetic, English analysis, history and geography, and saw that they understood and knew what they recited; that they were radically and thoroughly instructed; that their answers to questions were not exercises of memory; that they had not been drilled parrot-like for a public show; and that they had successfully received from colored instructors the education which our best schools give white children preparatory to entering college.

"IV. We heard compositions read, and declamations delivered, upon such themes as 'The Essential Feature of a Republic,' 'Music as an Element of Worship,' 'The Education of Women,' 'The Age of Pericles,' 'The American Congress,' 'The Province of Poetry,' 'Individual Effort,' 'The New Rome,' 'The Two Cæsars.' These performances, — original, marked with thought, of a high grade of excellence in the use of language and structure of sentences, and full of generous feeling and morality, — had they been listened to by the most prejudiced upholders of caste, would surely have shamed them out of all further talk about the inferiority of the African race, and brought them to a candid confession that there is nothing in the organization of the colored American which should withhold from him complete political enfranchisement; nothing in his character or capacities which can longer uphold the mean and cowardly lie that the Government of the United States was intended to be a 'White Man's Government.'"

Richard Humphreys, a member of the Society of Friends, in Philadelphia, preparing for his death in the year 1832, devised \$10,000 in trust "to instruct descendants of the African race in school learning, in the various branches of the mechanic arts and trade, and in agriculture, in order to prepare and qualify them to act as teachers in those branches of useful business." That little sum of money was the seed from which has grown up the Shippen Street Colored High School.

Massachusetts and South Carolina.—These two States may be taken as fair representatives of the two systems of civilization, which are based respectively on the equality of man and the subordination of races; whose symbols have been the school-house and the slave-shamble; whose watchwords are "Liberty, Equality, and Fraternity," and "Slavery, Subordination, and Oligarchy." They started on these two different and diverging lines of policy, and have pursued the same with about equal zeal and devotion. How far are they now apart! What are the practical results of the two systems? Since South Carolina has been suddenly checked in her career, and may soon wholly abandon her favorite policy, these inquiries possess very great interest.

For their answer let us turn to the census of 1860:—

	MASSACHUSETTS.	SOUTH CAROLINA.
Area in square miles	7,800	30,213
Population in 1860	1,231,066	703,708
Expended in railroads	\$61,000,000	\$22,400,000
Children attending school between 5 and 20 yrs. of age	211,388	16,841
Amount expended for public schools per annum	\$1,519,190	\$74,400
Number of academies	754	202
Number of daily papers	17	2
Circulation of ditto	169,600	1,600
Number of tri-weekly and semi-weekly papers	17	4
Circulation of ditto	43,100	6,200
Number of weekly papers	145	35
Circulation of ditto	778,680	41,090
Number of semi-monthly and monthly periodicals	30	3
Circulation of ditto	353,100	4,400
Number of quarterlies	6	1
Circulation of ditto	21,500	500
Whole number of periodicals and papers	215	45
Total circulation	1,366,180	53,870
Ratio of same to population	over 1 to each person; less than 1 to 13.	

These significant contrasts may be verified by referring to Appleton's Cyclopædia. How plainly they show how the desolated South may be regenerated, and her waste places changed to fruitful fields! The great agent of reconstruction is the school-house. The "irrepressible conflict" will continue until the negro is handed over to the schoolmaster. He alone can conquer a lasting and blessed peace.—*Ohio Educational Monthly.*

We desire again to call the attention of our readers to the French classes of our friend and colleague, Prof. Bôcher. A new course of twenty French readings will begin at the room in Freeman Place, Beacon Street, opposite the Athenæum, on Wednesday, Feb. 6, to continue Wednesdays at 7½, P. M., and Saturdays at 12½, P. M. Books will be loaned to the class. The Saturday afternoon class for advanced scholars will begin a second term, Feb. 16, at 2 P. M.; and an elementary class will be formed at 3½, P. M., of the same day. The fee for all the readings is ten dollars; for the half course, either afternoon or evening, five dollars; for the Saturday classes, eight dollars for fifteen lessons.

We believe we shall do many of our readers a service by giving them this information; for we do not think they can anywhere find better or cheaper instruction in French. Programmes may be obtained by addressing Prof. B., at No. 2 River Street.

From John S. Hart, Esq., Principal of the New Jersey State Normal School, we have received an admirable article in defence of common schools, reprinted from the *Biblical Repertory and Princeton Review*. It contains a strong argument, supported by valuable facts and statistics derived from the reports of our prisons, to show the elevating *moral* tendency of intellectual education. One would think it time the opposite doctrine were exploded, — a doctrine first started by the narrow bigots and Tories of England, in their vain attempts to protect their antiquated Church, and their aristocratic privileges against the slow but certain progress of popular enlightenment. Mr. Hart's facts and arguments, and his striking contrast between the progress of Massachusetts with, and the stagnation of Virginia without schools, cannot but produce conviction in the mind of any reader who needs to be convinced. We trust his pamphlet will be widely read.

His illustration, drawn from the ignorance and degradation of the lower classes of England, receives fresh corroboration from a pamphlet just come to hand, entitled "National Education: an Address delivered to the National Association, for the promotion of Social Science, at Manchester, Oct. 6, 1866, by the Right Hon. H. A. Bruce, M. P." The right honorable gentleman, an enlightened friend of the cause of popular education, gives some of the disheartening results of an investigation recently made in the great manufacturing city of Manchester, by the Manchester and Salford Education Society; and this is an extract: —

"Of the 11,086 children between 3 and 12, there were 762 at work, 4,537 at school, and 5,787 neither at school, nor at work. In other words, out of every 110 children between 3 and 12 years of age, living with their parents or guardians, 7 were at work, 45 at school and 58 neither at work nor at school. I have already stated that it appears, from the investigation of the society, that about two-fifths of this absence from school was due to the neglect, and three-fifths to the poverty, of the parents. Their last returns show that while they have made 24,000 grants to enable these latter children to attend school, only half of that number, or 12,000, have availed themselves of this aid. And this fact is attributed to the apathy of the parents.

"It is clear, and this must never be forgotten during the discussion of this subject, that it is not the employer of labor who is the competitor of the school-master. The figures just given show that of the children between three and twelve years of age, less than one in fourteen is at work, while, out of every twenty-two of such children, only nine are at school. Miserable as this is, it seems to be hardly as bad as that which remains to be revealed. The committee has hitherto shrunk from visiting some of the worst and most populous districts in Manchester and Salford, because so large a proportion were below the reach of their influence. 'In the lowest districts only a small proportion of the children could be got into schools by any agency the society could use. There are few schools in the localities, and parents and children are alike unimpressible.' The statistics, therefore, which I have just read, melancholy and disheartening as they are, by no means indicate the lowest state of depression in the population of this great town."

We are indebted to George W. Hoss, Esq., Superintendent of Public Instruc-

tion of the State of Indiana, for a copy of his elaborate annual report; and it is most encouraging to see how, in spite of war, the cause of public education flourishes in the vigorous States of the great West. Of about 600,000 children, between the ages of six and twenty-one, over 452,000 are reported in school. The State employs 5,330 male and 4,163 female teachers. The average compensation of male school teachers, of all grades, is \$49.30 per month; of females, \$29.76. The State has 8,231 school-houses, and 265,388 volumes in township libraries; and, finally, the Superintendent is able to report "a healthy and encouraging growth in the system."

From Louisville, Ky., we have received the first number of a neatly printed sheet, entitled "The School and Fireside; a journal for Schools and Families;" which, as we learn from its prospectus, is the only paper of the kind published south of the Ohio River. May all success attend this pioneer in a good cause! We shall be happy to exchange with it.

"FIDELIS IN MINIMO."

'Tis not *great deeds* that we are called to do
 Upon Life's narrow stage,
 But, *in the little*, to be just and true,
 May all our powers engage.

Not very wise or noble may we be,
 Unknowing wealth or fame,
 Yet kings and princes of our Lord are we,
 If honoring his name.

The world may pass us with contempt and scorn,
 Or leave us quite alone;
 Its cold neglect or hate can well be borne,
 If God our work shall own.

Thus says the Master to His servant true,
 And crowns the humble brow,—
 "Thou hast been *faithful* in things small and few,
Be thou a ruler now."

A. R. W.

PRACTICAL EXERCISES.

EQUATION OF PAYMENTS.

Equation of payments, one of the most useful operations in Arithmetic, is oftentimes tedious in its practical application. I submit the following, as being a slight improvement on even the six per cent method, though embracing precisely the same principles. I select the following from Eaton's Arithmetic, p. 155:—

A has bought of B several bills of goods, on different terms of credit, as follows:—

April 15, 1857, on three months' credit, a bill of \$200; May 1, 1857, on four months' credit, a bill of \$600.

B has also bought of A as follows:—

May 15, 1857, on three months' credit, a bill of \$300; June 14, 1857, on four months' credit, a bill of \$900.

When shall B pay to A the balance of his debt?

As the interest on a sum of money at 6 per cent for 60 days, is found by removing the separatrix two places to the left, so the interest would be the same for 30 days at 12 per cent. Finding the interest on A's bill at 12 per cent, reckoning from the last day of the month preceding the earliest date, gives the following:—

Interest for	3 months on	\$200	.	.	.	.	.	.	\$6 00
"	15 days	"	"	.	.	.	.	.	1 00
"	4 months	"	600	.	.	.	.	.	24 00
"	1	"	"	"	.	.	.	.	6 00
"	1 day	"	"	.	.	.	.	.	20

Amount of bill, \$800

Amount of interest, \$27 20

Interest on bill for 30 days is \$8.00, and it would require 4.65 mos. for \$800 to gain \$37.20: reckoning 4.65 mos. = 4 mos. 20 days nearly, from the last day of March, gives Aug. 20, the equated time for A to pay his bill.

As, by finding the interest at 12 per cent the dividend is doubled, there is no need of finding the interest on the bill for 60 days as in the 6 per cent method, and then take half of it for one month; but divide the amount of interest by the interest of the bill for 30 days, and the result gives the number of months to be counted from the last day of the month preceding the earliest date in the question, as the equated time for A to pay his bill.

To find the time when B shall pay the balance of his debt, find the interest as before on A's bill, also on B's, and divide the difference between the interests the sides by the interest for 30 days at 12 per cent on the difference between bills, and the result gives the number of months to be reckoned from the last day of March. The work would be as follows:—

Interest for	3 months on	\$200	.	.	.	.	.	.	\$6 00
"	" 15 days	"	"	.	.	.	.	.	1 00
"	" 4 months	"	600	.	.	.	.	.	24 00
"	" 1	"	"	"	.	.	.	.	6 00
"	" 1 day	"	"	.	.	.	.	.	20

Amount of bill, \$800

Amount of A's interest, \$37 20

On B's bill as follows:—

Interest for	3 months on	\$300	.	.	.	.	.	.	\$9 00
"	" 1	"	"	.	.	.	.	.	3 00
"	" 15 days	"	"	.	.	.	.	.	1 50
"	" 4 months	"	900	.	.	.	.	.	36 00
"	" 2	"	"	"	.	.	.	.	18 00
"	" 14 days	"	"	.	.	.	.	.	4 20

Amount of B's bill, \$1,200

Amount of B's interest, \$71 70

Amount of A's bill, 800

Amount of A's interest, 37 20

Difference of bills, \$400

Difference of interest, \$34 50

Interest on \$400 for 30 days, at 12 per cent is \$4.00, and it would require 8.62 mos. for \$400 to gain \$34.50 : reckoning 8.62 mos. = 8 mos. 18 days nearly, from the last day of March, gives Dec. 18 the equated time. It will be noticed that by this method, the interest can, in almost every instance, be calculated in the head as fast as the figures can be set down. The cents in the face of the bill can be disregarded altogether, as they will not affect the result.

SOUTH READING.

COMPLEX FRACTIONS.

To reduce a complex to a simple fraction, multiply both terms by the *least common multiple* of their denominators.

Example : — $8\frac{1}{3} \times 15 = 125$

— — — = $1\frac{7}{8}$

$5\frac{1}{5} \times 15 = 78$

C.

Let the scholars cipher out the proper numbers to fill the blanks in the following paragraph : —

The land and water surfaces of the United States are equal to 3,256,000 square miles ; land 3,010,370, water about 240,000 square miles. The States embrace 1,804,351 square miles of landed surface, and the Territories, 1,206,019 miles, as exhibited by the census of 1860. The number of inhabitants in the United States in 1860 was 31,433,321 ; in the States, 31,148,046, and 295,275 in the Territories, thus showing an average of _____ inhabitants to each square mile in the States, while in the Territories there are _____ square miles to each inhabitant, and the territorial area would represent _____ miles to each inhabitant.

In 1860, Massachusetts had 156, Rhode Island 133, New York 82, and Pennsylvania 62 inhabitants to the square mile, which rate applied to the United States would give _____ in Massachusetts, _____ in Rhode Island, _____ in New York, and _____ in Pennsylvania. Belgium, England and Wales, and France, in 1855, had 397,307, and 176 inhabitants to the square mile respectively. If the United States were as densely populated as France, our population would number _____ ; or, if populated as densely as England and Wales _____ ; and, if according to Belgium's density of population (397 to the square mile), the United States would contain _____ which is 110,080,000 more than the entire population of the world in 1866.

In Birmingham, the great seat of the steel-pen manufacture, 98000 gross are made per week. Supposing the average length of a steel pen to be $1\frac{1}{2}$ inch, how far would they extend, if placed end to end ? — how far would the product of a year ?

They are produced at a cost of from $1\frac{1}{2}$ pence to 1 shilling per gross. Suppose the average cost of a gross to be sixpence what is the cost of a week's product ? — of a year's ?

A.

To square any number less than 100, for instance, 67. — Add such a number as shall cause it to end in a 0. Subtract the same number. Multiply the results, and add the square of the number added at first. $67 + 3 = 70$; $67 - 3 = 64$,

$64 \times 70 = 4480$; $3^2 = 9$; $4480 + 9 = 4489$. This is undoubtedly the simplest rule in use; certainly it is superior to those published in the January number.

B.

To "Call the Roll." Let each scholar receive at the commencement of the term his number. At the opening of each session, the teacher says "Numbers." Scholar number 1 says "1;" number 2, "2;" scholar number 3 is absent; the teacher says "3," noting the absence. Immediately scholar No. 4 says "4," and the other scholars follow in turn, until the number of an absent one is reached, which the teacher calls; and so on *ad finitum*.

B.

The Massachusetts Cotton Mills, during the year ending May 11, 1865, manufactured 167,665,365 yards of cotton cloth. How many miles is that? How many square miles?

BOOK NOTICES.

THE NATION. We ask our readers' attention to the advertisement of this excellent weekly. It is the best attempt yet made to establish a paper of high tone, where topics of permanent importance, political, moral or literary may be discussed by thoughtful men in a calm and dispassionate spirit. A paper of such a character has special claims on the attention of teachers.

THE HISTORY OF A MOUTHFUL OF BREAD, AND ITS EFFECT ON THE ORGANIZATION OF MEN AND ANIMALS. By Jean Macé. Translated from the eighth French edition, by Mrs. Alfred Gatty. New York: American News Co. 12mo, pp. 398.

We want to commend this admirable little book, which we have long been acquainted with in the French original, to the attention of all Primary and Grammar School teachers, as an excellent model of simple, familiar instruction on the subject of Physiology and Natural History. "The letters," says Mrs. Gatty,—who, by the way, is the editor of that nice English juvenile, Aunt Judy's Magazine,— "are addressed to a *child*, in the original even to a *little girl*, and, most undoubtedly, as the book stands, it is fit for any child's perusal who can find amusement in its pages; while to the rather older readers, of whom, I trust, there will be a great many, I will venture to say that the advantage they will gain in the subject having been so treated as to be brought within the comprehension, and adapted to the tastes of a child, is pretty nearly incalculable. The quaintness and drollery of the illustrations, with which difficult scientific facts are set forth, will provoke many a smile, no doubt, and in some young people perhaps a tendency to feel themselves treated *babyishly*; but, if in the course of the babyish treatment they find themselves almost unexpectedly becoming masters of an amount of valuable information on very difficult subjects, they will have nothing to complain of. Let such young readers refer to even a popular encyclopædia for an insight into any of the subjects of the twenty-eight

chapters of this volume,—‘The Heart,’ ‘The Lungs,’ ‘The Stomach,’ ‘Atmospheric Pressure,’ no matter which,—and see how much they can understand of it without an amount of preliminary instruction which would require half a year’s study; and they will then thoroughly appreciate the quite marvellous ingenuity and beautiful skill with which M. Macé has brought the great leading anatomical and physical facts out of the depths of scientific learning, and made them literally comprehensible to a child.”

The first part treats of man, and contains a complete little treatise on human physiology; the second of animals, and gives in successive chapters an outline of the classification of the animal kingdom.

The book is a real addition to the *very* short list of good elementary works on physical science, and, as such we warmly recommend it to all our readers.

READING WITHOUT TEARS. By the author of “Peep of Day,” etc. Part 2d, New York: Harpers. Square 16mo, pp. 292.

AMERICAN LEAVES: FAMILIAR NOTES OF THOUGHT AND LIFE. By Samuel Osgood. New York: Harpers. 12mo, pp. 380.

The day has pretty well gone by for clergymen to be treated with any particular respect as clergymen. The parson is no longer, as in the days of our grandfathers, the autocrat, or even the little Pope, of the parish. Men, and women too, nowadays, think for themselves, with small respect for assumed clerical authority to constrain their consciences, or regulate their beliefs. And this is as it should be. Not only is it every man’s right,—and every woman’s quite as much,—to form his own faith, and to look up directly to God, with no fear, and no need of human intervention; but it is more than a right,—it is a solemn duty. How can we be individuals without having our own individual opinions? Not that we should not be thankful for all the guidance which the wisdom of others, whether in the present or in the past, can give; but that, just as there are no two of all the millions of leaves on the trees exactly alike, just as no two human faces so resemble each other that there is no trait of difference, so, as long as human minds and characters are in the same manner infinitely diverse, there are strictly speaking, just as many creeds in the world as there are independent thinking human beings: for, whatever may be our outward conformity, our creeds make themselves, and are the results of all the acts and all the experiences of our lives.

And so it comes to pass, and it is what has led us into this train of thought, that the clergyman who would have influence nowadays must have it by virtue of being a *man*, and not by virtue of being a clergyman. The search for a perfect creed, like the search for the philosopher’s stone, is well nigh given up; the claims of Protestant churches to infallibility are looked upon much in the same light as those of Romish. Everywhere the right and duty of free thought are more and more recognized, and he who can help us in that is more and more heartily welcomed. The religious problems of the day are *practical* problems; the dry *theologic* choppings of old scholastic divines have lost their interest. True religion shows itself, not in long prayers and solemn

faces and ceremonial mummery, but in active goodness, in Sanitary and Freedmen's Aid Commissions, in helping Little Wanderers, and giving children aid; in saving the vicious, and protecting the weak, and comforting the sick and the wretched, and doing God service by helping our fellow-men.

And so again it comes to pass, that the live minister nowadays comes out of his pulpit, and preaches week-day sermons; and to be respected must, as we have said, be a man, taking part in men's work, understanding their week-day interests, knowing how to apply religion to practical life. He is permitted to be a student only on condition that his studies bring forth *fruit*, and that he know what is going on in the world about him.

Dr. Osgood's book is not a great book, but it is a sign of the times. A Doctor of Divinity in the last generation would have shut himself up in his study, and written a heavy tome of controversial divinity; and our grandfathers would have read it, and we suppose it would have done them good; for each generation has its appointed work. But here is a volume by a Doctor of Divinity, gay in red and gold, of practical essays contributed to a pictorial monthly; and just as an accomplished scholar does not disdain to edit that popular monthly, so we think Dr. Osgood has shown his good sense, and a right understanding of the wants of the times, by writing in it. His chapters on Little Children, on School Influence. American Boys and American Girls, are the ones that address themselves most directly to teachers.

GREEK FOR LITTLE SCHOLARS. The First Greek Book of the Pantographic Series. Published for the Philotechnic Institute of Camden, N. J., by J. P. Lippincott & Co., Philadelphia.

We don't think that little scholars ought to learn Greek, and so we cannot exactly see the benefit of this first of the pantographic labors of the Philotechnic Institute. We should recommend that the whole edition, "booce," "mooce," "soos," "heep-pooce," "phool-lon" and all, be shipped to the late King Otho's dominions. It might prove as good a speculation as Timothy Dexter's venture of warming-pans to the West Indies.

THE RIVERSIDE MAGAZINE FOR YOUNG PEOPLE. Vol. I. No. 1, January, 1867. New York: Hurd & Houghton.

A really beautiful Youth's Magazine, got up with great taste both as regards the printing, the wood-cuts, and above all the handsome cover, printed in colors. We hope its contributors will prove to be possessed of the rare and difficult art of writing well for children.

CRADOCK NOWELL, A TALE OF THE NEW FOREST. By R. D. Blackmore, author of Clara Vaughan. Harpers' Library of Select Novels, No. 283.

BERNTHAL; OR, THE SON'S REVENGE, from the German of L. Mühlbach, Harpers' Select Novels, No. 284.

LIZZIE LORTON OF GREYRIGG, by E. Lynne Lynton. The same, No. 279.

MADONNA MARY, by Mrs. Oliphant. The same, No. 282.

THIRTY-SEVENTH ANNUAL REPORT OF THE COMMON SCHOOLS OF CINCINNATI, 1866-7.

ANNUAL REPORT OF THE BOARD OF TRUSTEES OF THE PUBLIC SCHOOLS OF LOUISVILLE, KY., 1865-66.

REPORT OF THE SUPERINTENDENT OF EDUCATION OF LOWER CANADA, FOR THE YEAR 1865.

OLIVER OPTIC'S MAGAZINE: OUR BOYS AND GIRLS. Boston: Lee & Shepard.

Periodicals for children seem to be multiplying with singular rapidity, though we do not think it at all an easy task to write really well for them. Oliver Optic here makes an independent venture, and he is too established a favorite with the young folks to need an introduction.

THE LITTLE CHIEF. Indianapolis. A neat little child's paper from the West.

OHIO EDUCATIONAL MONTHLY. Vol. VIII. No. 1.

Our excellent contemporary begins its new volume in a new dress, and can boast of a circulation of about 3000. We rejoice in its success. Meanwhile it justly says, "Teachers' wages have been increased, and a new impulse imparted to the profession. Thousands of teachers are earnestly inquiring for better methods and truer guiding principles. Egotists, drones and fossils are alone satisfied with their attainments and success. One of the practical results of this professional revival should be a large increase in the circulation of educational works."

NOTICE TO CORRESPONDENTS.

When a *Teacher* is to be stopped, it is not sufficient simply to enclose the number in a cover, and return it. We must, of course, have name and post-office address.

NOTE. — Our readers, we hope, will look leniently upon occasional oversights in the revising of our journal. We shall try not to call upon them often for such consideration. But in our last number, the awkward phrase, "The science of mental philosophy we have hardly begun to apply" was so arranged in consequence of our own careless correction of the proof; and we certainly should not have said in p. 3, "very *important* principles which it is of great *importance*" to enforce, if we had not written hastily. We like such a slovenly style as little as any one. On p. 29, "one manual" should be "our manual."